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ABSTRACT

Attitudes held by incarcerated youthful offenders are identified as they relate to friends and social relationships, relationships to communities and their agents of authority, club and gang participation, work and leisure time activities, family relationships and responsibilities, and educational and school goals. The investigation served as a first step by counselor-researchers toward better understanding how to prepare counselor-trainees to work with potential delinquents, or those who reside in communities and attend schools where crimes flourish. A three-part questionnaire, administered to 70 subjects detained in a probation camp setting, found attitudinal trends for the total group and the three racial groups. (Author)

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Assessment of the Socio-Psychological Attitudes of Incarcerated Delinquent Adolescent Males

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Assessment of the Socio-Psychological Attitudes of Incarcerated Delinquent Adolescent Males

Many school counselors and psychologists being prepared in our universities will become part of professional teams charged with counseling children who are potential delinquents, or who reside in communities and attend schools where serious crimes frequently occur. Probation camps thus are excellent settings for studying the youthful offender, and offer springboards for developing more effective counseling approaches for dealing with juvenile delinquency.

This study was broadly concerned with identifying some of the selected attitudes held by youthful offenders in the following areas: (1) friends and social relationships, (2) relationships to their community and its agents of authority, (3) club and gang participation and activity, (4) work and leisure time activities, (5) family relationships and responsibilities, and (6) educational and school goals. A focus on attitudes was specifically chosen because the researchers were concerned with developing information that could better aid school counselors and psychologists in understanding the behavior and needs of young delinquent youths.

There is a large body of literature related to juvenile delinquency in the United States (Cohen, 1955; Deardorff, Finch, Jr., Kendall, Lira, & Indrisano, 1975; Hogan, 1969; Megargee, Parker, & Levine, 1971; Miller, 1970; Voss, 1969; Weinberg, 1971; "Chance of Success Called Key to Delinquency," 1974). The inclination to study the dynamics of delinquent behavior is so powerful because of its profound impact on nearly every important agency of socialization in our society. In our school systems alone, the Senate Subcommittee on Juvenile Delinquency found that approxi-

mately 70,000 physical assaults on teachers occur annually in the United States. Between 1970 and 1973 assaults on the nation's teachers increased 77.4%, assaults on students increased 85.3%, robberies of students and teachers increased 36.7%, rapes and attempted rapes 40.1%, and the number of weapons confiscated from students by school personnel increased 54.4% (Guidepost, 1975).

In the past, data developed from research on delinquency has been primarily related to the causal factors of delinquent behavior. Such information has supported a variety of conflicting theories as to the etiology of delinquency. However, while there are a host of hypotheses and accumulated volumes of knowledge on the characteristics, motives, life styles, etc., of the offender, there still remains an ever-increasing rise in the number of adolescent boys and girls who violate the laws of their school and community. This is clearly indicated by the above statistics.

The objective of this study was not to prove or disprove major theories concerned with the causes of juvenile delinquency. The thrust was toward prevention through counseling strategies. Yet, throughout the following word there is the theoretical assumption that delinquency in part of a learning process influenced by a variety of complex attitudes, motives, roles, and environmental conditions.

The study was intended to be a first step by counselor-researchers toward understanding how to prepare counselor-trainees to work with delinquent adolescents in detention facilities. The investigation grew out of a cooperative internship program between the Counseling Specialization in the Graduate School of Education at UCLA and the administrators and staff at a local probation camp.

It was felt that young men at the camp were exemplary of the same individuals who are involved in characteristic delinquent behavior. It was the contention of the project planners that their internship program could make a contribution to the established counseling program at the camp as well as add another dimension to their university training efforts.

Instrument

A three-part "Adolescent Attitude and Value Questionnaire" developed by Berry and Tidwell (1975) was used to assess the attitudes of the wards. In Part One of the Questionnaire, subjects provided such demographic data as age, grade, and racial group.

The second part consists of six unlabeled clusters of attitudinal statements. Each cluster contains five statements designed to identify subjects' preferences in the following categories: (1) attitudes toward friends and social relationships; (2) attitudes toward the community and its agents of authority; (3) attitudes toward gang activity and gang involvement; (4) attitudes toward work, money, and leisure time; (5) attitudes toward family relationships; and (6) attitudes toward education and school.

The subjects are asked to rank the statements in each cluster on a scale of 1 to 5 in the order of preference. A statement ranked first is that most valued by a subject; one ranked fifth is the least valued.

Part Three of the Questionnaire consists of a randomly arranged composite of all 30 statements given in the second section. The subjects are instructed to check the 10 statements most valued, and then rank the 10 items in their order of preference.

Procedure

The Questionnaire was administered to subjects in small groups, consisting of approximately 15 boys. In order to assist any Spanish-speaking subject who had difficulty with English, as well as Black- and Anglo-American subjects with limited reading skills, the Questionnaire was read aloud. If a subject continued to have problems reading or comprehending the Questionnaire, assistance from a Spanish-speaking peer and a member of the research team was provided.

In order to assure the wards that their responses would have no bearing on their camp record, the subjects were asked not to give their names or to identify themselves in anyway on the Questionnaire. Furthermore, no member of the camp staff participated in the administration or supervision of the Questionnaire. Finally, the wards were told that the supervising investigators were faculty members from UCLA.

Results

Part One of Questionnaire

As shown in Table 1, the sample consisted of 70 male juvenile delinquents, or wards. The subjects' ages ranged from 14 to 19 years old, with a mean age of 16.57 years. Their grade placements were from 8th to 12th, with the mean grade being 10.55. The racial distribution of the group was as follows: 30 (43%) Black-American, 22 (32%) Anglo-American, and 14 (20%) Mexican-American. Four (5%) subjects declined to state.

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Insert Table 1 about here

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Part Two of Questionnaire.

Cluster 1. As shown in Table 2, strong group trends in the subject's responses were not shown. However, when cluster items were examined across racial groups, differences and similarities were apparent. Significant differences were found for four of the five items: Statement A ($p \leq .10$), Statement B ($p \leq .025$), Statement C ($p \leq .001$), and Statement D ($p \leq .05$). Statement A was ranked first and second by approximately three fourths of the Anglo-Americans (73%) and Mexican-American (78%) boys, while only half (50%) of the Black-American youth placed it in the first or second rank. Statement B was ranked similarly by the Black- and Anglo-American groups--with between half to three fourths of their rankings being in the first, second, or third position. On the other hand, a majority (78%) of the Mexican-American group ranked this item fourth and fifth. Black- and Anglo-Americans ranked Statement C most often fourth and fifth, while the Mexican-Americans ranked it third. More than a majority of the Black-Americans (60%) and nearly half (46%) of the Anglo-Americans ranked Statement D first or second while 57% of the Mexican-Americans ranked it last.

In summary, over 50% of the Black-Americans and close to 50% of the Anglo-Americans felt it important to stay away from people who might get them into trouble. The Mexican-American boys felt that loyalty to friends was important and valued being a good fighter.

Cluster 2. Two strong trends were noted for the total group in their responses to the items in Cluster 2. First, 77% of the group felt Statement A was the least important. Second, the majority of the group felt Statement E to be important--77% placed it in the first or second rank position.

Few differences were found among the racial groups for this category. However, Statements B and E did reach the .01 level of significance. Statement B was put in the fourth position by 50% of the Mexican-Americans as did the other two racial groups. However, 36% of this group put it first, as opposed to 0% of the Black-American and 5% of the Anglo-American groups. Statement E was ranked first or second by the Black- and Anglo-American groups. However, there was a definite split among the Mexican-Americans--approximately one-third ranked it first and another third fourth.

Cluster 3. Within the total group, there were few strong trends in the rankings for the items in this category. It is interesting to note, however, that Statement E was more frequently put in the first or second position (73%) and Statements C and D given lower rankings.

As in the previous two categories, Black- and Anglo-American wards ranked the items similarly. The only item that was ranked significantly different among the three groups was Statement A. The Mexican-American wards showed a great deal of agreement and different significantly ($p \leq .10$) from the other groups. Sixty-four percent of them ranked this statement as being most important while the majority of the Black-and Anglo-American wards ranked it in the fourth or fifth position (50% and 59% respectively).

Thus, it appears that for Cluster 3 the total group reflected a feeling of support for street gangs regardless of involvement. Black-Americans expressed stronger identification with gang membership and leadership than did Anglo-Americans; Mexican-Americans expressed an even higher level of personal identification.

Cluster 4. The total sample showed definite trends in response to items in this category. Statements A and C were ranked first and second, Statement D third, and Statements B and E fourth and fifth.

Significant differences were found among the racial groups on four of the five items. The Black- and Anglo-American wards ranked the items in a similar manner as the rankings made by the total group. Although only reaching the .10 level of significance, the data does show that the Black- and Anglo-American wards felt Statement A to be the most important; the Mexican-Americans ranked it third. Statement B, which was significant at the .05 level, was ranked fourth and fifth by all three groups, but the Black-Americans gave it a fourth position while the Anglo- and Mexican-Americans gave it a fifth position. (Most Black-Americans put Statement E in the fifth position.) The Black- and Anglo-American groups overwhelmingly ranked Statement C, $p \leq .001$, first or second (87% and 69% respectively). There was no differentiation in ranking distribution for Statement C by the Mexican-American group. Statement E, like C, reached the .001 level of significance. It was ranked fifth by the Black- and Anglo-American groups. Approximately half of the Mexican-American group ranked it first or second, and half (50%) fourth or fifth. Again the responses of the Black- and Anglo-American wards seemed to correspond more to each other than to those of the Mexican-Americans.

Cluster 5. Definite trends were found in the rankings for the total group: Statements A and B first and second, C and D third and fourth, and Statement E fifth. No significant racial group differences were noted.

Cluster 6. Total group ranking indicated that Statements A, D, and E were felt to be most important to the wards-with Statements A and D being somewhat higher than E. Statement C was ranked fourth and B last.

Significant racial group differences were found for all items comprising the cluster. As can be seen in the following breakdown, the significant differences were again due primarily to the fact the Mexican-American wards consistently responded in ways unlike the Black- and Anglo-American wards. In addition, few majority group responses existed for the Mexican-American group. Statement A was significant at the .05 level. It was ranked either first, second, or third by 100% of the Black-American group. Anglo-Americans ranked it slightly lower, Mexican-Americans equally in all of the five rank positions. Statement B, reaching a .025 significance level, was ranked last by both the Black- and Anglo-American groups. Half of the Mexican-Americans placed it first or second, and half put it fourth or fifth. Statement C, $p \leq .05$, was highly ranked by the Mexican-American youngsters-with 71% placing the item in positions one, two, or three. Anglo- and Black-American youngsters ranked the item as unimportant--84% of the Black-Americans and 68% of the Anglo-Americans placing it in fourth and fifth positions. Although Statement D was significant only at the .10 level, there was again a split in the Mexican-American group responses, with nearly as many placing the item first or second (50%) as fourth or fifth (42%). The data also indicate that no Black- or Anglo-American placed this item last, but over two-thirds (70% Black-Americans, 73% Anglo-Americans) placed it first or second. The final Statement E was significant at the .01 level. It was ranked highest, position two, by the Anglo-American

wards. Even though most Black- and Mexican-Americans placed it third, 35% of the Mexican-American wards ranked it either fourth or fifth. On the other hand, only 6% of the Black-Americans ranked it fourth or fifth. This item only reached the .10 level of significance.

In summary, the data showed that the total group generally selected some of the pro-social concepts related to education and school. The data also indicated there was some lack of concern for school-related activities, and little regard for causing trouble in school among the Mexican-American subjects.

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Insert Table 2 about here

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Part Three of Questionnaire

Table 3 shows the results of the total group sample and the different racial groups when they were asked to rank the items. As previously stated, this section was designed to get a broad spectrum of responses from the wards. Results will be presented first by focusing on views expressed by the total group and second on the similarities and differences found among the three racial groups. Noted in the Table is each statement's rank position, frequency, percentage, and appearance in the top five and top 10 positions. For example, the statement "looks forward to having own home and family" can be described as follows:

1. It was felt to be the most important statement (ranked #1) by the total sample and the Black- and Anglo-American groups. The Mexican-American group ranked it in the 4th to 7th position.
2. Fifty-four of the 70 wards in the total sample (77%), 26 of the 30 Black-American wards (87%), 17 of the 22 Anglo-American

wards (77%), and seven of the 14 Mexican-American wards (50%) checked this statement as being one of the 10 most important.

3. Fifty-four of the total sample decided to place this statement among the top 10 positions, and 41 among their top five positions.
4. Twenty-six Black-American wards had this statement among their top 10 and 21 among their top five; 17 of the Anglo-American wards among their top 10 and 12 among their top five; and seven of the Mexican-American wards placed the statement among their top 10 and five among their top five.

Further examination of Table 3 shows that for many statements there were only small differences in rankings among the three groups. For example, the statements "has respect for policemen" (total group rank #23) and "staying away from family responsibilities (total group rank #27) illustrate the similarity between the groups.

While the total group of wards did indeed select those statements that tended to contain or express pro-social values, the difference in the level of responses was evident when racial affiliation was considered separately. For example, Black- and Anglo-American wards elevated the percentage by favoring items indicating stable families, steady employment, avoidance of gang problems, etc., in the final part of the questionnaire. The Mexican-Americans, while also stating some preference for the more pro-social items, again rated "being a member of a street gang" high. "Sticking by friends no matter how much trouble it causes" was also rated high. Other statements which showed a wide gap between the Mexican-American and Black- and Anglo-American youngsters were as follows:

Statement 12 ("feels it is smart to drop out of school")

Statement 13 ("enjoys being the leader among friends")

Statement 18 ("enjoys causing trouble in school")

Statement 22 ("wants to take vocational courses in school")

Statement 26 ("has respect for the property of others")

Statement 30 ("likes to be thought of as someone who is able to . . .")

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Insert Table 3 about here

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Summary

The purpose of this study was to attempt to identify some of the attitudes held by delinquent boys living in a detention camp setting. The investigation focused on their attitudes as they related to (1) friends and social relationships, (2) relationships to their community and its agents of authority, (3) club and gang participation and activity, (4) work and leisure time activities, (5) family relationships and responsibilities, and (6) educational and school goals. A major thrust of the study was to obtain information that would better prepare counselors and school psychologists to work with delinquent populations in schools, community settings, and detention camps.

Data obtained showed that the delinquent adolescent boys studied were somewhat indifferent to school, that personal distance existed between them and their parents, and that hostility was felt toward law enforcement personnel and other community agencies. In addition, it was found that gangs and gang membership were often part of the delinquents' world.

Although these findings upheld many of the patterns which are characteristic of a detention camp population, the wards expressed some

unexpectedly pro-social attitudes. These data suggest that a number of the boys already judged delinquent still expressed some hope for future schooling, stable home life and family, and work. Because these positive responses can become a point of departure for counseling and other instructional programs, it is important for the counselor to determine their authenticity.

While the determination of authenticity of a counselee's stated attitudes and goals is one problem, counselors and others in the area of adolescent delinquency must also build on both the conscious and unconscious motives of the counselee, since both certainly influence behavior. The challenge becomes one of reinforcing positive notions and providing the counselee with opportunities to challenge negative ones. Furthermore, when dealing with a subculture where negative and antisocial activities are present, much of the professional's expertise must be directed toward devising coping strategies consistent with specific culture. Only through such a vigorous program can we help to salvage a group of young men who, if not helped, will return home from camp and continue a life of delinquency.

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Table 1

Demographic Information of Study Sample

(n = 70)

		frequency	percentage
I.	Racial Breakdown		
	Black-American	30	43
	Anglo-American	22	31
	Mexican-American	14	20
	No response		5
II.	Grade Level Placement		
	8	3	4
	9	9	13
	10	18	26
	11	25	36
	12	14	20
	No response	1	1
III.	Chronological Age		
	14	1	1
	15	12	17
	16	20	29
	17	20	29
	18	12	17
	19	3	4
	No response	2	3

Table 2

Rankings, Frequencies, and Percentages for Cluster Statements by Total Group and Racial Groups

	Total Group n = 70 Ranks 1		2		3		4		5		Black-Americans n = 30 Ranks 1		2		3		4		5		Racial Groups Anglo-Americans n = 22 Ranks 1		2		3		4		5		Mexican-Americans n = 14 Ranks 1		2		3		4		5		χ^2
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Cluster 1																																														
A. Sticks by friends no matter how much trouble it causes	28	40	16	23	7	10	4	6	15	21	8	27	7	23	3	10	2	7	10	33	11	50	5	23	4	18	0	0	2	9	8	57	3	21	0	0	2	14	1	7	13.66*
B. Does not need other people	10	14	16	23	14	20	20	29	10	14	4	13	7	23	6	20	6	20	7	23	5	23	4	18	7	32	5	23	1	5	0	0	3	21	0	0	9	64	2	14	17.57***
C. Enjoys being the leader among friends	4	6	12	17	21	30	20	29	13	19	1	3	5	17	9	30	13	43	2	7	2	9	4	18	2	9	4	18	10	46	1	7	3	21	9	64	0	0	1	7	28.26****
D. Keeps away from people who get into trouble	21	30	14	20	7	10	9	13	19	27	13	43	5	17	5	17	3	10	4	13	3	14	7	32	2	9	4	18	6	27	3	21	1	7	0	0	2	14	8	57	17.04**
E. Is known as a good fighter	7	10	13	19	21	30	17	24	12	17	4	13	6	20	7	23	6	20	7	23	1	5	2	9	7	32	9	41	3	14	2	14	4	29	5	36	1	7	2	14	8.89
Cluster 2																																													
A. Has respect for policemen	2	3	4	6	5	7	5	7	54	77	2	7	2	7	2	7	1	3	23	77	0	0	1	5	2	9	3	14	16	72	1	7	1	7	0	0	0	0	12	86	6.32
B. Destroys school property	7	10	5	7	8	11	38	54	12	17	0	0	4	13	2	7	18	60	6	20	1	5	1	45	4	18	12	55	4	18	5	36	0	0	1	7	7	50	1	7	19.75***
C. Concern for the well-being of the people in the neighborhood	14	20	21	30	28	40	7	10	0	0	7	23	10	33	12	40	1	3	0	0	4	18	7	32	8	36	3	13	0	0	2	14	3	21	7	50	2	14	0	0	3.32
D. Has little respect for teachers and principals	10	14	24	34	24	34	10	14	2	3	5	17	8	27	9	30	7	23	1	3	4	18	5	23	8	36	3	13	2	9	1	7	8	57	5	36	0	0	0	0	9.81
E. Has respect for the property of others	37	53	17	24	6	9	8	11	2	3	16	53	6	20	5	17	3	10	0	0	13	59	9	40	0	0	0	0	0	0	5	36	2	14	1	7	5	36	1	7	20.88****
Cluster 3																																													
A. Being a member of a street gang	20	29	7	10	10	14	11	16	22	32	7	23	4	13	4	13	7	23	8	27	3	14	1	5	5	23	4	18	9	41	9	64	1	7	1	7	1	7	2	14	14.40*
B. Staying away from joining a gang	14	20	13	19	9	13	16	23	18	26	6	20	6	20	3	10	7	23	8	27	6	27	6	27	2	9	5	23	3	14	1	7	1	7	3	21	2	14	7	50	9.36
C. Telling school officials about gang fights	6	9	13	19	17	25	17	25	17	25	3	10	6	20	8	27	4	13	9	30	2	9	3	14	6	27	6	27	5	23	0	0	3	21	3	21	6	43	2	14	6.44
D. Having respect for a gang leader who causes community trouble	3	4	13	19	25	36	21	30	8	11	0	0	5	17	12	40	9	30	4	13	1	5	5	23	6	27	7	32	3	14	1	7	3	21	5	36	3	21	2	14	3.07
E. Would not tell gang secrets	27	39	24	34	9	13	5	7	5	7	14	47	9	30	3	10	3	10	1	3	10	45	7	32	3	14	0	0	2	10	3	21	6	43	2	14	2	14	1	7	5.82

	Total Group n = 70										Racial Groups: Black-Americans n = 30										Anglo-Americans n = 22										Mexican-Americans n = 14										
	Ranks 1		2		3		4		5		Ranks 1		2		3		4		5		Ranks 1		2		3		4		5		Ranks 1		2		3		4		5		χ^2
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Cluster 4																																							
A. Likes a regular job in order to earn money	29	41	18	26	18	26	3	4	2	3	11	37	8	27	10	33	1	3	0	0	14	64	4	18	2	10	2	10	0	0	3	21	4	29	6	43	0	0	1	7	14.70*
B. Would like to spend each day doing nothing & walking the streets	3	4	4	6	8	11	[illegible]	41	26	37	0	0	0	0	2	7	18	60	10	33	1	5	2	9	4	18	5	23	10	46	2	14	2	14	1	7	3	21	6	43	16.25**
C. Would like to get & have a college degree	20	29	29	41	13	19	5	7	3	4	14	47	12	40	3	10	1	3	0	0	2	10	13	59	5	23	2	9	0	0	4	29	3	21	3	21	1	7	3	21	22.21**
D. Wants to take vocational courses in school to prepare for future jobs	14	20	15	21	25	36	12	17	4	6	5	17	10	33	13	43	2	7	0	0	4	18	3	14	8	36	5	23	2	9	2	14	2	14	3	21	5	36	2	14	12.58
E. Gets money from stealing, robberies, or some illegal hustle	4	6	5	7	6	9	21	30	34	49	0	0	0	0	2	7	8	27	20	67	1	5	0	0	3	14	8	36	10	46	3	21	3	21	1	7	5	36	2	14	25.18**
Cluster 5																																							
A. Being able to count on family members help when the going gets tough	34	49	18	26	4	6	3	4	10	14	11	38	11	38	1	3	1	3	5	17	12	55	5	23	2	9	0	0	3	14	10	71	1	7	0	0	2	14	1	7	12.07
B. Looks forward to having own home & family	27	39	31	44	4	6	5	7	3	4	16	53	12	40	0	0	2	7	0	0	7	32	11	50	1	5	1	5	2	9	2	14	7	50	2	14	2	14	1	7	12.51
C. Keeping family members away when they are causing you trouble	4	6	13	19	21	30	19	27	13	19	2	6	4	13	12	40	6	20	6	20	1	5	4	18	5	23	8	36	4	18	1	7	3	21	4	29	3	21	3	21	3.30
D. Staying away from family responsibilities	2	3	4	6	30	43	23	33	11	16	0	0	2	7	13	43	10	33	5	17	1	5	1	5	9	41	8	36	3	14	0	0	1	7	6	43	5	36	2	14	2.27
E. Staying away from family members	2	3	4	6	11	16	19	28	33	48	0	0	1	3	4	14	10	35	14	48	1	5	1	[illegible]	5	23	5	23	10	46	1	7	2	14	2	14	2	14	7	50	6.07
Cluster 6																																							
A. Tries hard in school to get good grades	24	34	16	23	18	26	6	9	6	9	13	43	10	33	7	23	0	0	0	0	6	27	4	18	7	32	3	14	2	9	3	21	3	21	2	14	3	21	3	21	15.56**
B. Feels it is smart to drop out of school	5	7	7	10	2	3	19	28	37	53	0	0	1	3	1	3	8	27	20	67	1	5	1	5	1	5	6	27	13	59	4	29	3	21	0	0	2	14	5	36	18.14**
C. Enjoys causing trouble in school	4	6	7	10	12	17	29	41	18	26	0	0	3	10	2	7	17	57	8	27	1	5	1	5	5	23	9	41	6	27	2	14	3	21	5	36	4	29	0	0	16.99**
D. Graduates & has a high school diploma	23	33	23	33	10	14	11	16	3	4	9	30	12	40	5	17	4	13	0	0	9	41	7	32	4	18	2	9	0	0	4	29	3	21	1	7	3	21	3	21	14.46*
E. Likes to be thought of as someone who is able to do good work in school	13	19	17	25	28	41	5	7	6	9	8	28	4	14	15	52	1	3	1	3	5	23	9	41	5	23	2	9	1	5	1	7	2	14	6	43	2	14	3	21	15.03*

*p ≤ .10 **p ≤ .05 ***p ≤ .025 ****p ≤ .01 *****p ≤ .001

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Table 3

Ranking of the Items for the Total Sample and by Race

	Racial Group																			
	Total Sample (n = 70)					Black-American (n = 30)					Anglo-American (n = 22)					Mexican-American (n = 14)				
Statement	Rank	f	%	# in top 10	# in top 5	Rank	f	%	# in top 10	# in top 5	Rank	f	%	# in top 10	# in top 5	Rank	f	%	# in top 10	# in top 5
Looks forward to having (own) home and family	1	54	77	54	41	1	26	87	26	21	1	17	77	17	12	4-7	7	50	7	5
Would like to get and have a college degree	2	48	69	48	34	2	24	80	24	16	4-6	14	64	14	10	4-7	7	50	7	6
Graduate and has a high school diploma	3	44	63	44	22	3	22	73	22	10	7-8	13	59	13	8	8-11	6	43	6	3
Likes a regular job in order to earn money	4	44	63	44	29	4	21	70	21	16	3	15	68	15	10	3	9	64	9	5
Being able to count on family members for help when the going gets tough	5	41	59	41	32	5	20	67	20	16	7-8	13	59	13	9	8-11	6	43	6	6
Wants to take vocational courses in school to prepare for future jobs	6	39	56	39	20	7-8	19	63	19	8	4-6	14	64	14	8	14-21	4	29	4	3
Likes to be thought of as someone who is able to do good work in school	7	36	51	36	7	9	17	57	17	3	4-6	14	64	14	2	14-21	4	29	4	2
Sticks by friends no matter how much trouble it causes	8	35	50	35	24	11	10	33	10	6	9	11	50	11	10	1-2	11	79	11	5
Has respect for the property of others	9	34	49	34	13	10	14	47	14	6	2	16	73	16	5	24-27	2	14	2	1

Assessment of the Socio-Psychological 16

Statement	Racial Group: Total Sample (n = 70) Rank	f	%	# in top 10	# in top 5	Black-American (n = 30) Rank	f	%	# in top 10	# in top 5	Anglo-American (n = 22) Rank	f	%	# in top 10	# in top 5	Mexican-American (n = 14) Rank	f	%	# in top 10	# in top 5
Keeps away from people who get into trouble	10	34	49	34	12	5-6	20	67	20	8	11-12	8	36	8	2	14-21	4	29	4	2
Tries hard in school to get good grades	11	33	47	33	20	7-8	19	63	19	10	13-15	7	32	7	6	8-11	6	43	6	3
Is known as a good fighter	12	21	30	21	9	13-15	7	23	7	3	13-15	7	32	7	5	8-11	6	43	6	2
Staying away from joining a gang	13	20	29	20	8	12	9	30	9	3	10	9	41	9	4	28	1	7	1	0
Would not tell gang secrets	14	19	27	19	8	16	6	20	6	2	16-17	5	23	5	4	4-7	7	50	7	2
Concern for the well-being of the people in the neighborhood	15	19	27	19	6	13-15	7	23	7	3	11-12	8	36	8	2	22-23	3	21	3	1
Keeping family members away when they are causing you trouble	16	18	26	18	5	17-18	5	17	5	3	13-15	7	32	7	0	14-21	4	29	4	2
Being a member of a street gang	17	17	24	17	13	22-25	2	7	2	1	23-26	2	9	2	2	1	11	79	11	8
Enjoys being the leader among friends	18	16	23	16	8	17-18	5	17	5	2	18-19	4	18	4	3	4-7	7	50	7	3
Does not need other people	19	15	21	15	6	19	4	13	4	1	16-17	5	23	5	2	12-13	5	36	5	2
Has little respect for teachers and principals	20	11	16	11	1	13-15	7	23	7	0	23-26	2	9	2	0	24-27	2	14	2	0

Statement	Total Sample (n = 70) Rank	f	%	# in top 10	# in top 5	Racial Group: Black-American (n = 30) Rank	f	%	# in top 10	# in top 5	Anglo-American (n = 22) Rank	f	%	# in top 10	# in top 5	Mexican-American (n = 14) Rank	f	%	# in top 10	# in top 5
Having respect for a gang leader who causes community trouble	21	10	14	10	4	22-25	2	7	2	0	18-19	4	18	4	1	14-21	4	29	4	3
Gets money from stealing, robberies, or some illegal hustle	22	10	14	10	2	22-25	2	7	2	0	20-22	3	14	3	1	12-13	5	36	5	1
Has respect for policemen	23	8	11	8	2	20-21	3	10	3	1	27-29	1	1	1	0	24-27	2	14	2	0
Would like to spend each day doing nothing and walking the streets	24	8	11	8	2	26-30	1	3	1	0	20-22	3	14	3	0	14-21	4	29	4	2
Enjoys causing trouble in school	25	8	11	8	2	26-30	1	3	1	0	23-26	2	9	2	0	14-21	4	29	4	2
Feels it is smart to drop out of school	26	7	10	7	0	26-30	1	3	1	0	23-26	2	9	2	0	14-21	4	29	4	0
Staying away from family responsibilities	27	5	7	5	2	20-21	3	10	3	2	27-29	1	1	1	0	30	0	0	0	0
Staying away from family members	28	5	7	5	0	26-30	1	3	1	0	20-22	3	14	3	0	30	0	0	0	0
Destroys school property	29	5	7	5	3	22-25	2	7	2	1	30	0	0	0	0	22-23	3	21	3	2
Telling school officials about gang fights	30	4	6	4	0	26-30	1	3	1	0	27-29	1	1	1	0	24-27	2	14	2	0